

Using Text Features to Help Locate Essential Information from Text

Overview

In this session, the teacher and library media specialist can work together to help students use text features to locate, extract, and comprehend essential information from informational text. Students will identify and compare text features in both printed and electronic sources and then integrate text features into a document without text features. This generic mini lesson can be adapted for any content area or grade level. Your media specialist will be glad to rewrite this lesson for your specific research assignment.

Essential Question

How does interacting with information lead to understanding and communicating ideas?

Curriculum Related Indicators

- (2.6.1.2) Identify and use text features to facilitate understanding of informational texts
- (2.6.1.2.a) Use print features
- (2.6.1.2.b) Use graphic aids
- (2.6.1.2.c) Use informational aids
- (2.6.1.2.d) Use organizational aids
- (2.6.1.2.e) Use online features

Information Literacy Indicators

(3.C.2) Reinforce reading strategies by using text features

Collaboration Plan

The library Media specialist will collaborate with the teacher prior to this activity to develop the mastery objective. Because this mini lesson can be adapted for any content area, the teacher will choose the focus for the informational text. The library media specialist will locate the trade book and Web site on the same topic or put together text sets to meet the needs of all learners. The team can then decide who will be responsible for the activator, summarizer, assessment, graphic organizer, grouping, and delivery.

Library Media Specialist Preparation/Resources

- Chart paper/*Inspiration* program for recording brainstorming session
- Selection of library books (5-6) on same general topic at each table
- Selection of marked library books with text features from each category for the library media specialist
- Color squares which match color designation on table
- What Do You Notice About Non fiction? Student resource (see attached)
- Nonfiction Text Features student resource (see attached)
- Comparison of Print and Online Text Features 1 filled in student resource (see attached)
- Comparison of Print and Online Text Features 2 blank student resource (see attached)

- Comparison of Print and Online Text Features 3 partially filled in student resource (see attached)
- Print Screen of online service homepage (see attached)
- Example of article from online service without text features (see attached)
- Example of article from online service with student added text features (see attached)
- Text feature Matching Game cards (see attached)

Instructional Delivery/Mini-Lesson

Activator

As the students enter the media center, they receive a color square. They sit at the table with the matching color. Volunteers are asked to define text features out loud. Students then work as a group to come up with a list of text features. They share, through a speaker from each group, while the library media specialist lists the text features on the chart. Alternatively, this can be done using *Inspiration*. The library media specialist and teacher make sure that most text features are included in the chart.

Modeling

The library media specialist or teacher show the students examples of text features from the books that are marked and kept in front of the class with her (this can also be done using a document camera such as an Elmo). Books should include examples of text features such as: fonts and special effects; illustrations and photographs; text organizers; and textual cues. The library media specialist discusses with students the reason for the graphic aid and its contribution to the comprehension of the text.

Guided Practice

Students work as a group to look over the books on their tables. They use sticky notes to mark a variety of text features. Students fill out the *What do you Notice about Non fiction?* sheet. They decide among themselves which page they will share with the class. Each table gets a chance to show their most interesting text feature. Students are encouraged by the library media specialist and teacher, who are circulating, to find and share unusual features such as cutaways, timelines, charts, bold bullets, and overlays.

Independent Practice

Students will look at the home page of *World Book Encyclopedia Online* displayed on the screen. (see example). They observe the text features of an online source and determine what information the text feature provides. Students compare the organizational features of the informational text to the sidebars, hypertext links, and drop down menus of the online text and record a reason for the feature's presence on the chart: *Comparing Text Features from Books and Online Resources*.

Checking for Understanding/Assessment

Think-Pair-Share

- THINK - Together, the teacher and students view the home page for *World Book Encyclopedia Online* noticing the text features. The students fill in some examples of text features found on the Web page.
- PAIR - Next, the teacher pairs the students with a partner. The pair evaluates how the text features help clarify the meaning of the Web page. The pair fills in that section on their chart.
- SHARE - Last, the teacher has the pairs share their answers with the rest of the class for discussion.

- The teacher and library media specialist come around and check each student's *Comparing Text Features from Books and Online Resources*.

Differentiation/ELL/Special Education/GT

ELL/Special Education: Text Feature Matching Game -- Teacher and library media specialist can create cards based on the attached model but adapted to the topic. Students are given a card with either a text feature or an example of a text feature. Students are given a limited amount of time to move around the room and find their match. These matches will be posted on the bulletin board for reference (see example).

GT: The teacher has students read an informational passage, which has been word-processed, removing all print features such as bold or color print or italics. The document is placed in the Student Share Folder. Next, students spend time inserting a variety of appropriate text features into the document that will assist their classmates in comprehending the text (see example). Students engage in a gallery walk where each stop features their enhanced article. Students must provide reasons for the inclusion of the text feature and address its contribution to comprehension of the text. They then compare their text with the original text.

"Comprehension of Informational Text -- Using the VSC: Reading/ELA Grade 6." School Improvement in Maryland. Maryland State Department of Education. 14 August 2006
<http://www.mdk12.org/instruction/curriculum/reading/standard2/grade6.html>.

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McCall, Henrietta. *Fast Forward, Pyramid*. New York: Franklin Watts, 1999.

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Solbiati, Romano. *Journey to the Past: Ancient Egypt*. Austin: Raintree Steck-Vaughn, 2001.

"Splendors of Ancient Egypt." *Ancient Egypt Lesson Plans for Teachers: Art*. Detroit Institute of Art. 13 August 2006 <http://www.dia.org/education/egypt-teachers/art/goldfadd/chart.htm>

Data Point Collection

Teacher and library media specialist will collect and evaluate *Comparing Text Features from Books and Online Resources*.

Student Resource #1 (1.2)

Name _____ Date _____

What Do You Notice About Nonfiction?

Nonfiction material is organized much differently than fiction material. The way we can derive information effectively from informational books is by using “Text Features.” Text features help the reader locate information and understand the text. Some examples of text features are indexes, bold words, captions, labels, charts, graphs, and table of contents. Examine the books on your table and jot down anything you notice about the text features of the book. Refer to the Text Features chart if necessary.

Book Title _____ Author _____

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Based on your observations of the text structure write down any notions you may have about nonfiction.

Student Resource #2 (1.2)

Name _____

Date _____

Identifying Nonfiction Features

These features of nonfiction alert the reader that important information is about to be revealed. They act as signposts.

• **Fonts and special effects**

- ◇ **Bold Face Type**
 - Bullet Points
- ◇ *Italics*
- ◇ **Initial Caps**
- ◇ Underline
- ◇ ALL CAPITAL LETTERS
- ◇ Larger Text Than the Rest
- ◇ Quotation Marks
- ◇ Headings
- ◇ Sub-headings
- ◇ Boxed information

• **Illustrations and photographs**

- ◇ illustration
- ◇ photograph
- ◇ graphics.
- ◇ diagrams
- ◇ cutaways
- ◇ cross sections
- ◇ overlays
- ◇ maps
- ◇ word bubbles
- ◇ tables
- ◇ charts
- ◇ graphs
- ◇ framed text
- ◇ caption
- ◇ label

• **Text Organizers**

- ◇ index
- ◇ preface
- ◇ table of contents
- ◇ timeline or chronology
- ◇ glossary
- ◇ appendix

• **Textual cues**


- ◇ for instance



- ◇ in fact
- ◇ in conclusion
- ◇ most important
- ◇ but therefore
- ◇ on the other hand
- ◇ such as

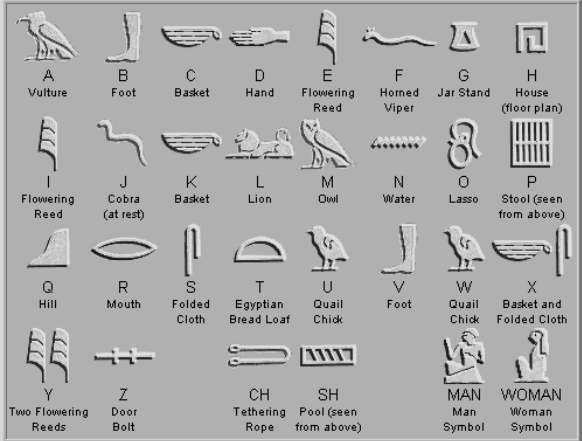


Text Feature Match Game

BOLD		In the case of Khufu's tomb, this step was carried out with incredible precision , or accuracy.
ITALICS		This temple was built with white sandstone. It was decorated with gold. The floors were lined with silver. <i>Silver was more precious than gold to the Egyptians.</i>
QUOTATION MARKS		"Between the two rivers," describes an area of modern Iraq which lays between the rivers Tigris and Euphrates

BULLETS		<ul style="list-style-type: none">• Louvre• Transamerica Pyramid• Canary Wharf• President Sadat's Arch
GLOSSARY		Embalming: Treating a dead body to preserve it from decay.
FURTHER READING		Broida, Marion. <i>Ancient Egyptians and Their Neighbors</i> . Chicago: Chicago Review Press, 1999.

<p>GRAPHIC TABLE OF CONTENTS</p>		 <p>PYRAMIDS Pages 32-48</p>
<p>BOXED INFORMATION</p>		<div data-bbox="904 730 1550 951" style="border: 2px solid black; padding: 10px;"> <p>“Time laughs at all things, but the Pyramids laugh at time.”</p> </div>
<p>HEADING AND SUBHEADING</p>		<p>Religious Beliefs Gods and Goddesses The ancient Egyptians believed in many different gods and goddesses. Each one had his/her own role to play in maintaining peace and harmony across the land.</p>

<p>CAPTION</p>		 <p>Papyrus plants Papyrus is a reed that grows along the banks of the Nile River. The ancient Egyptians used it to make everything from boats and sandals</p>
<p>INDEX</p>		<p>Herodotus.....9</p>
<p>LABEL</p>		 <p>Rams Head at Karnak Temple</p>

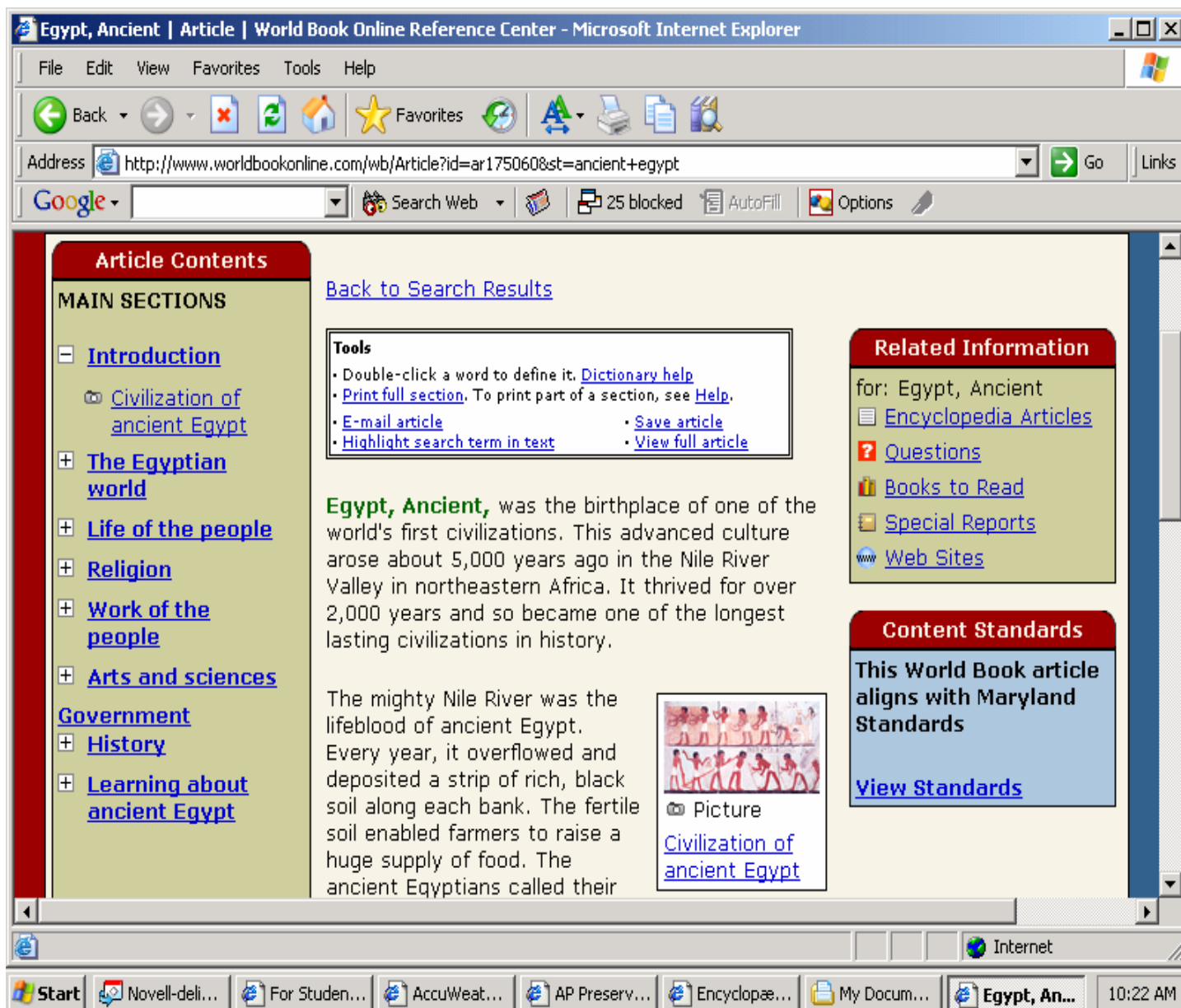
<h1>CHART</h1>		 <p>A chart displaying 30 Egyptian hieroglyphs arranged in a grid. Each hieroglyph is labeled with a letter and a description:</p> <ul style="list-style-type: none"> A: Vulture B: Foot C: Basket D: Hand E: Flowering Reed F: Horned Viper G: Jar Stand H: House (floor plan) I: Flowering Reed J: Cobra (at rest) K: Basket L: Lion M: Owl N: Water O: Lasso P: Stool (seen from above) Q: Hill R: Mouth S: Folded Cloth T: Egyptian Bread Loaf U: Quail Chick V: Foot W: Quail Chick X: Basket and Folded Cloth Y: Two Flowering Reeds Z: Door Bolt CH: Tethering Rope SH: Pool (seen from above) MAN: Man Symbol WOMAN: Woman Symbol
<h1>MAP</h1>		 <p>A map of the Nile River valley in Egypt, showing major cities and landmarks. The Nile River is depicted as a blue line flowing through the landscape. Key locations labeled include Cairo, Luxor, Assuan, and the Great Pyramids of Giza. The map also shows the Mediterranean Sea to the north and the Red Sea to the east.</p>
<h1>PHOTOGRAPH</h1>		 <p>A photograph of the Great Sphinx and the Great Pyramids of Giza in Egypt. The Sphinx is a large limestone statue with a human face and a lion's body, positioned in front of the pyramids. The pyramids are large, triangular structures made of stone, situated in a desert landscape under a clear blue sky.</p>

TIMELINE OR CHRONOLOGY	BC Ca. 3150 – 3100 A powerful ruler named Menes unites the kingdoms of Upper and Lower Egypt, creating the world’s first true nation. 2700 – 2180 These are the years of the Old Kingdom, during which most of Egyptian pyramids are
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Teacher Resource #2 (1.2)

Text Feature from an Online Source

Have students refer to the home page of *World Book Encyclopedia Online* to distinguish online text features from print text features.



Comparing Text Features from Books and Online Resources

Please refer to *World Book Online* at <http://www.worldbookonline.com/wb/Home>

You may add further text features in the spaces provided

Text Feature	Online Source Format	Purpose: [How does the text feature help me read and understand information?]
Table of Contents	Tabs across top with hyperlinks	This provides me with a list of information included in the source
Headings	Heading are divided into blocks of information	I can read a brief phrase that tells me what information I will find in the information below the heading or hyperlinked to the heading.
Bold or Italicized words	Bold or italicized words which can be hyperlinked to the definition	These are important terms that I must be able to define so I can understand the information.
Illustrations/Graphics	Illustrations/Graphics which can be hyperlinked to enlarge or explain more	A picture, graph or chart that provides me more information or arranges the information in a visual format that I can understand better
Pages	Navigation Buttons	In a book I turn pages to access the information; on a Web page I click on buttons to determine how I view the information

Students can complete this chart as a whole class activity or provide some information on the chart and allow students to identify features in a guided practice format.

Adapted from IRA/NCTE, 2003 ReadWriteThink. Materials may be reproduced for educational purposes.

Article without Text Features

Art in Ancient Egypt

Architecture. Ancient Egypt's pyramids are the oldest and largest stone structures in the world. The ruins of about 90 pyramids still stand along the Nile. Three huge pyramids at Giza rank as one of the Seven Wonders of the Ancient World, a list of sights compiled by ancient travelers. The first Egyptian pyramids were built about 4,500 years ago. The largest one, the Great Pyramid at Giza, stands about 450 feet (140 meters) high. Its base covers about 13 acres (5 hectares). This pyramid was built with more than 2 million limestone blocks, each weighing an average of 2¹/₂ tons (2.3 metric tons). The ancient Egyptians also built temples of limestone. They designed parts of the temples to resemble plants. For example, some temples had columns carved to look like palm trees or papyrus reeds. The temples had three main sections—a small shrine, a large hall with many columns, and an open courtyard. Painting and sculpture. Many of ancient Egypt's finest paintings and other works of art were produced for tombs and temples. Artists covered the walls of tombs with bright, imaginative scenes of daily life and pictorial guides to the afterlife. The tomb paintings were not simply decorations. They reflected the Egyptians' belief that the scenes could come to life in the next world. The tomb owners therefore had themselves pictured not only as young and attractive but also in highly pleasant settings that they wished to enjoy in the afterlife. Ancient Egyptian sculptors decorated temples with carvings showing festivals, military victories, and other important events. Sculptors also carved large stone sphinxes. These statues were supposed to represent Egyptian kings or gods and were used to guard temples and tombs. The Great Sphinx, for example, is believed to represent either King Khafre or the god Re-Harakhte. This magnificent statue has a human head and the body of a lion. It is 240 feet (73 meters) long and about 66 feet (20 meters) high. The Great Sphinx, which is near the Great Pyramid at Giza, was carved about 4,500 years ago. Sculptors also created small figures from wood, ivory, alabaster, bronze, gold, and turquoise. Favorite subjects for small sculptures included cats, which the Egyptians considered sacred and valued for protecting their grain supplies from mice. Music and literature. The ancient Egyptians enjoyed music and singing. They used harps, lutes, and other string instruments to accompany their singing. Egyptian love songs were poetic and passionate.

Adapted from Irkam, Salima. "Egypt, Ancient." *World Book Online Reference Center*. 2006. 16 August 2006 <<http://www.worldbookonline.com/wb/Article?id=ar175060>>. .

Article with Text Features

Arts and Science in Ancient Egypt

Architecture: the art and science of designing and constructing buildings

Ancient Egypt's pyramids are the oldest and largest stone structures in the world. The ruins of about 90 pyramids still stand along the Nile. Three huge pyramids at Giza rank as one of the Seven Wonders of the Ancient World, a list of sights compiled by ancient travelers.



The first Egyptian pyramids were built about 4,500 years ago.

Facts about the Great Pyramid at Giza,

- stands about 450 feet (140 meters) high.
- base covers about 13 acres (5 hectares)
- 2 million limestone blocks, each weighing an average of (2.3 metric tons)



The ancient Egyptians also built temples of limestone. They designed parts of the temples to resemble plants. For example, some temples had columns carved to look like palm trees or papyrus reeds. The temples had three main sections—a small shrine, a large hall with many columns, and an open courtyard.

Painting and sculpture: The art of applying paint to surface and the creation of a three dimensional work of art by carving modeling or casting.



Ceiling painting in Great Hypostyle hall at Karnak
This art was painted on the ceiling of the Great Hypostyle Hall at Karnak, the largest temple complex in ancient Egypt.

The Importance of Egyptian Paintings

Many of ancient Egypt's finest paintings and other works of art were produced for tombs and temples. Artists covered the walls of tombs with bright, imaginative scenes of daily life and pictorial guides to the afterlife. The tomb paintings were not simply decorations. They reflected the Egyptians' belief that the scenes could come to life in the next world. The tomb owners therefore had themselves pictured not only as young and attractive but also in highly pleasant settings that they wished to enjoy in the afterlife.

The Importance of Egyptian Sculpture

Ancient Egyptian sculptors decorated temples in a variety of ways.

- carvings showing festivals
- military victories
- stone sphinxes



These statues were supposed to represent Egyptian kings or gods and were used to guard temples and tombs. The Great Sphinx, for example, is believed to represent either King Khafre or the god Re-Harakhte. This magnificent statue has a human head and the body of a lion. It is 240 feet (73 meters) long and about 66 feet (20 meters) high. The Great Sphinx, which is near the Great Pyramid at Giza, was carved about 4,500 years ago.